

## Textbook Alignment to the Utah Core –Band 3

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** Band III Core Curriculum

**Title:** \_\_\_\_\_ **ISBN#:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** \_\_\_\_\_%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** \_\_\_\_\_%

**STANDARD I: (Perform):** Students will use body, voice, and instruments as means of musical expression.

**Percentage of coverage in the *student and teacher edition* for Standard I:** \_\_\_\_\_%

**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I:** \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ✓

**Objective A:** Produce a beautiful tone.

•	Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi.			
•	Perform musical examples spanning <i>pp</i> through <i>ff</i> dynamic levels while demonstrating characteristic tone.			
•	Describe the adjustments needed in embouchure and breath support to perform at the various dynamic levels and extended ranges.			
•	Perform pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone.			
<b>Objective B: Demonstrate technical performance skills.</b>				
•	Play the chromatic scale through the full range of the instrument, the twelve major scales, and three forms of the minor scales.			
•	Perform musical examples that use combinations: legato, staccato, marcato, accent, and slur at diverse tempi.			
•	Describe the sound characteristics of various articulations and the physical process needed to produce each.			
•	Demonstrate dynamics ranging from <i>ppp</i> to <i>fff</i> .			
•	Perform with correct intonation.			
•	Demonstrate a variety of ways to tune an instrument within an ensemble setting.			
<b>Objective C: Demonstrate notational literacy.</b>				
•	Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.			
•	Perform correct pitch and rhythm while sight-reading.			
•	Sight-read with sensitivity, correct dynamics, phrasing, expression, and style.			
<b>Objective D: Demonstrate productive rehearsal habits.</b>				
•	Exhibit respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.			
•	Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.			
•	Assist in the organization and care of supplies, facilities, and equipment.			
•	Exhibit commendable performance etiquette.			

<b>Objective E: Demonstrate knowledge, use, and care of selected instruments.</b>				
•	Perform in public and/or for adjudication band pieces in the style indicated.			
•	Demonstrate ability to follow the conductor.			
•	Perform accompanied solos and small ensemble pieces.			
<b>STANDARD II: (Create): Students will improvise and compose music.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Improvise rhythmic and melodic ideas and phrases.</b>				
•	Play back short scale fragments or rhythmic motives with and without accompaniment.			
•	Create short scale fragments or rhythmic motives for others to replicate.			
•	Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.			
•	Answer (vocally, then with instruments) phrases provided by the teacher.			
•	Participate in group improvisation using the tones of the pentatonic or major scales.			
•	Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.			
<b>Objective B: Record musical thoughts in standard notation.</b>				
•	Use appropriate terms and symbols in notating simple compositions and arrangements.			
•	Finish notating partially written phrases.			
•	Write variations of given phrases.			

•	Write a consequent phrase for a given antecedent phrase.			
•	Complete a given partial melody so that it ends in different ways			
<b>Objective C: Invent arrangements for familiar music.</b>				
•	Arrange pieces for voices or instruments using a variety of traditional and nontraditional sound sources.			
•	Use correct transpositions.			
•	Use ranges that are appropriate and parts that tend to be idiomatic for instruments/voices.			
<b>STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Analyze and evaluate musical examples</b>				
•	Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.			
•	Analyze what the music is communicating and how.			
•	Make value judgments based on effectiveness of musical events and expressive effects.			
<b>Objective B: Evaluate ensemble performances.</b>				
•	List important criteria for determining the quality of a music performance.			
•	Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.			
•	Demonstrate commendable behavior while at a concert.			
•	Compare/contrast live musical performances with recordings.			

<b>Objective C: Document personal growth as a musician.</b>				
•	Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.			
•	Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.			
•	Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.			
•	Explain how the quality of own performance affects the performance of the whole group.			
<b>STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Examine how music relates to personal development and enjoyment of life.</b>				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
<b>Objective B: Experience how music connects us to history, culture, heritage, and community.</b>				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and			

	places.			
•	Explain what the music experienced above means personally.			